Response to Intervention:
A School-Wide Approach For Secondary Schools

Core Training
Overview
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We Begin with a Question...

Why Response to Intervention (RTI) at the Secondary Level?

Compelling Reasons

- ✓Lots of struggling students
- ✓Life-long Consequences for failure
- ✓What we were doing wasn't working

Who Will Graduate High School?

"On-Track Indicator" – metric to determine the likelihood a student will graduate HS

Freshman year is KEY: students that earn at least five credits and get no more than one F are 3.5 times more likely to graduate than those with more than one F.

Devastating Freshman Year

- One Semester F decreases the likeilhood of graduating from 83% to 60%
- Two Semester Fs decreases the likeihood to 44%
- Three Semester Fs during Freshman year = 31% chance of graduating

Students must enter prepared – or receive immediate support to ensure Success!

Consider…

- Approximately two-thirds of eighth and twelfth grader students read at a level of "less than Proficient" NAEP, 2006
- Students in the lowest 25 percent of their class in reading are 20 times more likely to drop out then the other 75 percent (U.S. DOE, 2003)
- More 7,000 students drop out of high school every school day – 75% end up incarcerated. (Alliance for Excellent Education, 2007)

In Fact…

- 70 percent of prisoners in state and federal systems can be classified as illiterate.
- 85 percent of all juvenile offenders rate as functionally or marginally illiterate.
- 43 percent of those whose literacy skills are lowest live in poverty.

- *Source: National Institute for Literacy*

Where Low literacy Leads

In CA, AZ and IN if the child isn't reading on 4th grade level when tested, they will plan to budget building another jail cell.

Paul Schwatz, Principal in Residence, U. S. Dept. of Education

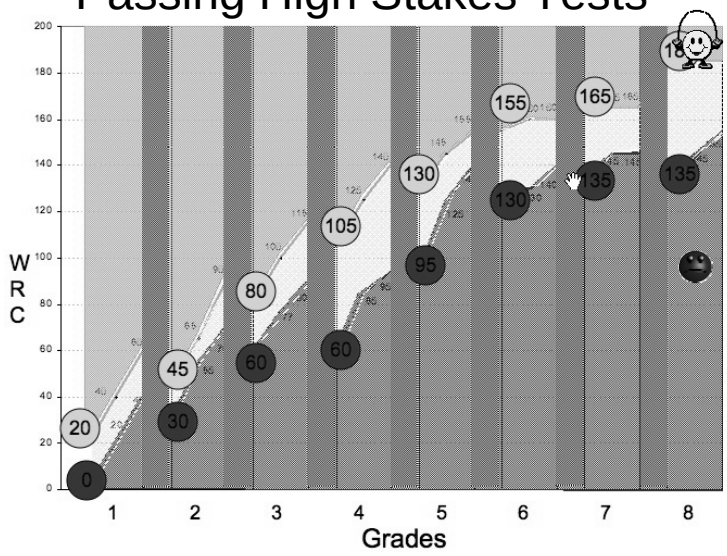
Struggling Kids
(Reading)

- Difficulties in decoding and word recognition are at the core of most reading difficulties. (Lyon, 1997)
- Because our language is alphabetic, decoding is an essential and primary means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy. (Bay Area Reading Task Force, 1996)
- **In a sample of 54 students, Juel found that there was a 88% probability of being a poor reader in fourth grade if you were a poor reader in first grade** (Juel, 1988).
- ***Assuming students will 'catch up' with practice as usual is not wise. Catching up is a low probability occurrence.***
  - ***The bottom 20-25% will require a very different kind of effort in both the short and long run.***

Struggling Kids
(Math)

- Nine-year-olds with math difficulties have, on average, a first-grade level of math knowledge.
- Seventeen-year-olds with math difficulties have, on average, a fifth-grade level of math knowledge.
- Experts estimate that for every two years of school, children with math difficulties acquire about one year of mathematical proficiency.
- Children with math disabilities often reach a learning plateau in seventh grade, and acquire only one year's worth of mathematical proficiency in grades seven through twelve.

Basic Skills and the Likelihood of Passing High Stakes Tests



Rule #1 Regarding Student Achievement…

DON'T

overlook the <u>obvious</u>

Reading as Gateway Skill

75% of the variance in academic achievement is attributable to how well a student can read.

An Illustration of the Problem: Reading

He had never seen dogs fight as these w_____ish c___ f_____t, and his first ex_____ t_____t him an unf_____able l_____n. It is true, it was a vi___ ex_____, else he would not have lived to pr___it by it. Curly was the v_____. They were camped near the log store, where she, in her friend__ way, made ad_____ to a husky dog the size of a full-_____ wolf, the_____ not half so large as ____he. ____ere was no w___ing, only a leap in like a flash, a met_____ clip of teeth, a leap out equal__ swift, and Curly's face was ripped open from eye to jaw. It was the wolf manner of fight_____, to st____ and leap away; but there was more to it than this. Th____ or forty huskies ran _o the spot and not com_____d that s_____t circle. Buck did not com_____d that s_____t in_____, not the e__ way with which they were licking their chops.

Kame'enui, Simmons, Coyne, & Harn 2003

Students with Basic Reading Skills Who Are Faced with Reading Tasks Like This

Text Characteristics

- 139 Word Passage
- 22.8 Words per Sentence
- 4.7 Characters Per Word
- Flesch-Kincaid Readability 9.1

Let's Read

•Publius Servillius Vatia Isauricus was a quiet man. Loyalty ran in the family; his father, a great plebian aristocrat, had cleaved to Sulla and remained one of Sulla's greatest supporters until that difficult, contrary man died. But because the father was a quiet man, he adjusted to life in a post-Sullan Rome with grace and some style, did not lose the massive clout which an old name and a huge fortune brought with it. Probably seeing something of Sulla in Caesar, the father before his death had liked him; the son simply carried on the family tradition. He had been a praetor in the year Appius Claudius Censor and Ahenobarbus were consuls, and had soothed *boni* fears by prosecuting one of Caesar's legates. Not an aberration but a deliberate ploy; Gaius Messius was not important to Caesar.

Answer These Questions

- Who was Publius Serviliius Vatia Isauricus and why was he so important to Caesar?
- Who was his father?
- What was it he might have seen in Caesar that reminded him of Sulla?
- How long ago had he been praetor?
- Why might his father have lost his clout and fortune after Sulla?
- Why was it important to soothe the *boni's* fears?

Reading is Key

"The best way of helping students pass the math test (WASL) is to increase their reading skills."

"You have to be a better reader to pass the math WASL than you have to be to pass the reading test."

Steve Hirsh, WSU Spokane

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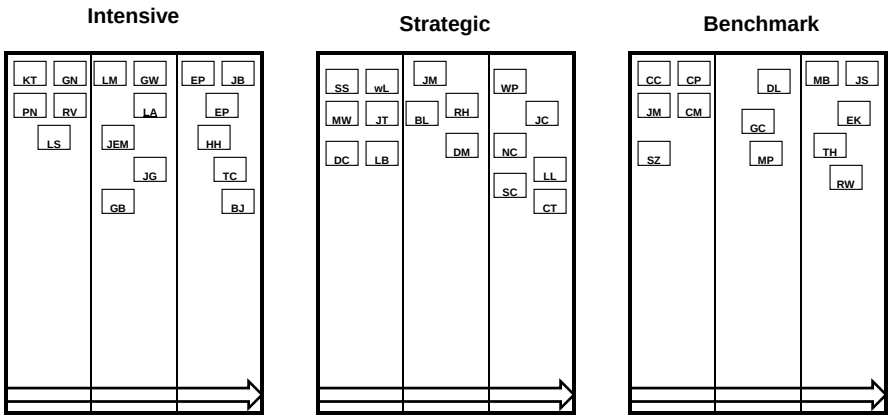
Simplify the Goal



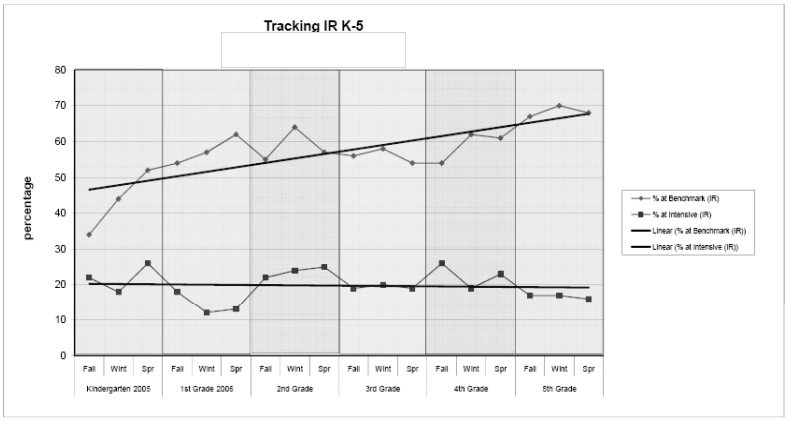
Reduce students in the red and yellow

How Did We Get Here?
Elementary DIBELS Comparison

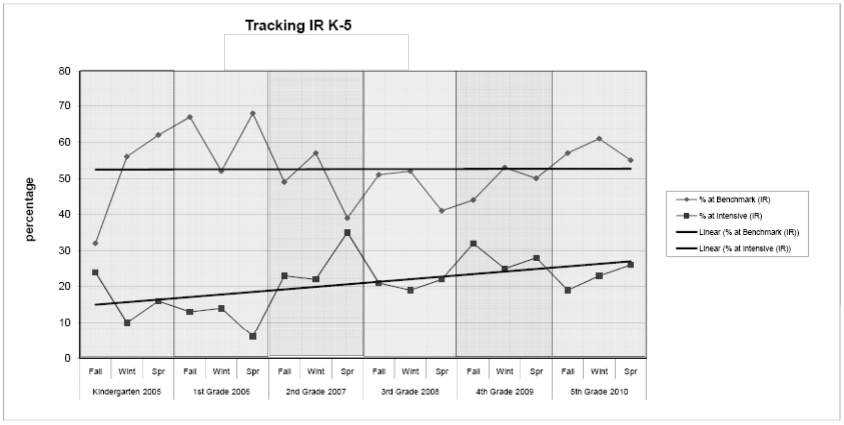
	K	1	2	3	4	5	6
Benchmark %:	71	63	78	79	64	73	65
Strategic %:	11	26	13	9	22	12	15
Intensive %:	18	11	9	12	14	15	19

Median at each Risk Level	**Mean at each Risk Level**
B = 71%	70%
S = 13%	15%
I = 14%	14%

	Kindergarten 2005			1st Grade 2006			2nd Grade			3rd Grade			4th Grade			5th Grade		
	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
% at Benchmark (IR)	34	44	52	54	57	62	55	64	57	56	58	54	54	62	61	67	70	68
% at Intensive (IR)	22	18	26	18	12	13	22	24	25	19	20	19	26	19	23	17	17	16

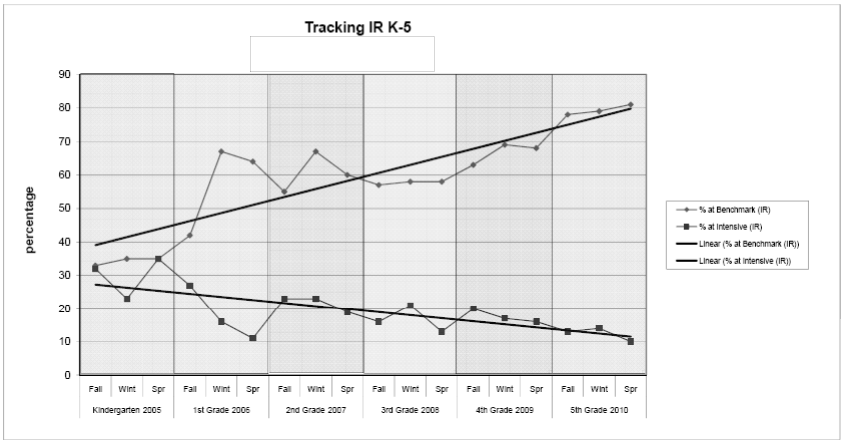


	Kindergarten 2005			1st Grade 2006			2nd Grade 2007			3rd Grade 2008			4th Grade 2009			5th Grade 2010		
	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
% at Benchmark (IR)	32	56	62	67	52	68	49	57	39	51	52	41	44	53	50	57	61	55
% at Intensive (IR)	24	10	16	13	14	6	23	22	35	21	19	22	32	25	28	19	23	26

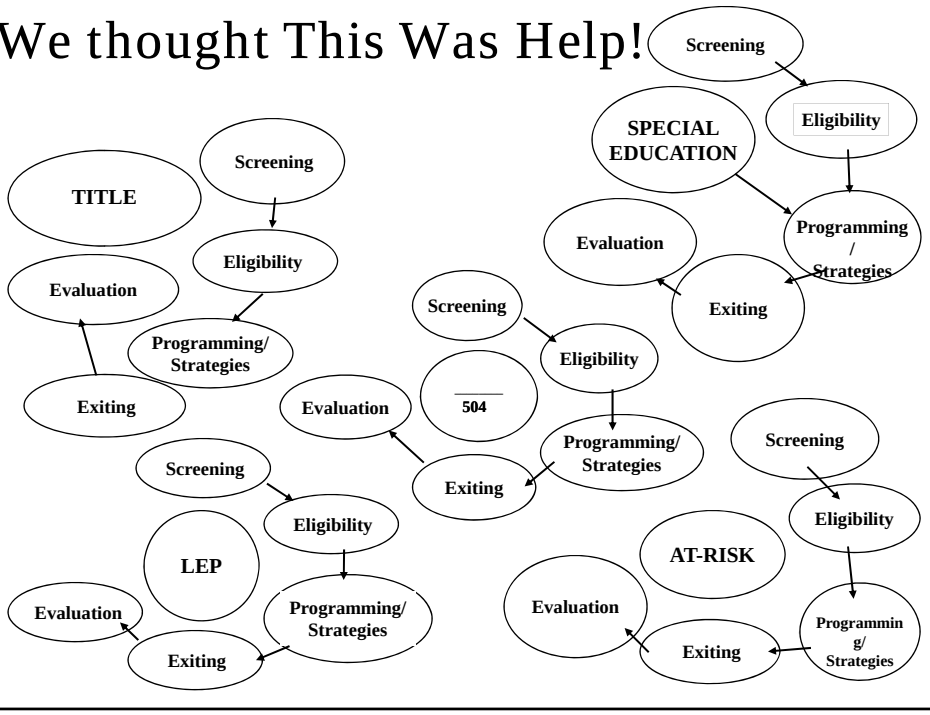


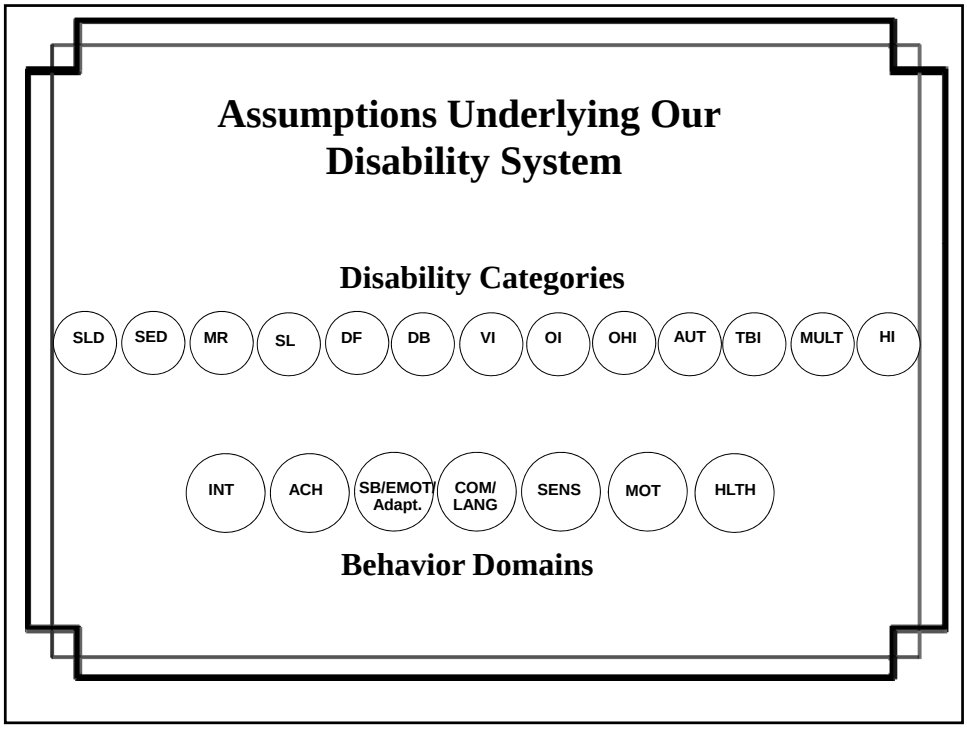
Effective Systems

	Kindergarten 2005			1st Grade 2006			2nd Grade 2007			3rd Grade 2008			4th Grade 2009			5th Grade 2010		
	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
% at Benchmark (IR)	33	35	35	42	67	64	55	67	60	57	58	58	63	69	68	78	79	81
% at Intensive (IR)	32	23	35	27	16	11	23	23	19	16	21	13	20	17	16	13	14	10



We thought This Was Help!





Special Education: Statistics of Interest

- 60% all students in special education are those with specific learning disabilities
- Up to 80% of SLD students are there because they haven't learned to read.
- Students in Special Education:
  - Have less exposure to regular ed. curricula and have fewer regular ed. friends
  - Academic achievement is no better than like, non-identified peers
- Few students in special education ever close the achievement gap, even fewer exit.
- Placement in Special Education is a life altering event
  - » President's Commission on Excellence in Special Education (2002)

Placement Effects: High Incidence Disabilities

Treatment/Intervention	[a]Effect Size
EMR/Special Classes (IQ 60-75)	-.14
Spec. Classes (IQ 75-90)	-.34
Resource for SLD and E/BD	+.29

Traditional Placement Practices Have Weak Relationships to Outcomes

Special Education as a Solution?

Reschly RTI 26

Why Didn't it Work?

- Too much emphasis on procedure, too little on effective instructional practices
- Too much and too little information
- Special Education…Desire for a Magic Bullet "Trunk Monkey" video clips\Trunk_Monkey41.wmv
- Perhaps we were misunderstood - Didn't we really just want "Help"..\

We MUST Insist…
No More Song and Dance

RTI Cannot …

•1. **Be the Old Way of Doing Business with a new name**

•2. Become the NEW hoop toward Disability identification

•3. Be about one student at a time, writing plans, keeping minutes, one team referring to another team, have documentation collection as the goal, etc.

•4. Assume kids are the problem

We Need a New Approach…

- Students are screened to identify those with basic skills deficits.
- The school has a (tiered) plan for providing students with necessary interventions.
- Each student's learning is monitored with formative assessments on a timely basis.
- The support is timely, systematic, and direct.

Dufour, et. al (2004)

Professional Learning Communities

Big Ideas of PLCs:

#1 Ensuring that Students Learn

- Timely – students are identified quickly
- Intervention rather than remediation
- Directive – support is systematic and provided until concepts mastered

#2 Culture of Collaboration

- Everyone responsible for student learning
- Teachers work together to analyze and improve student learning
- Use formative assessments as focus

Professional Learning Communities

Big Ideas of PLCs:

#3 Focus on Results

- Data rich, but information poor
- Use of common formative assessments
- Success measured by outcomes

BIG ideas… need a roadmap for implementation

RTI Roadmap…

1. **Systems - well designed structure for addressing all students**
2. **Assessment - for the purpose of identifying students in need, differentiating instruction, and evaluating student progress and program effectiveness**
3. **Intervention - Scientifically validated programs and teaching practices across all four levels of the system**
4. **Problem Solving - Systems and individuals**

Getting Started

1. **Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive)**
2. **Universally screen and place students according to instructional needs in reading, writing, math and behavior**
3. **Use differentiated instruction to meet the needs of instructional groups**
4. **Use research-based interventions and instructional practices**
5. **Conduct frequent progress monitoring to ensure adequate growth**
6. **Provide on-going professional development to support system-wide structures of instruction**

Getting Started

7. **Use data to evaluate effectiveness of the school-wide system**
8. **Use problem-solving teams to identify and address unhealthy systems**
9. **Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system)**
10. **Uses information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education**

Thoughts About RTI at the Secondary and Intermediate Level

1. In a Perfect World, *We Shouldn't Have RTI at the Secondary Level.*
2. For *Many Students*, *General Education is Not Structured* to Provide Teachers the *Best Tools, Training, and Support* to Meet Students' Needs
3. We Need to Separate out *Basic Skill Problems* from *students requiring Content Area Support*
4. For many *GE and SE Students*, the *Current Service Delivery System Doesn't Meet Their Educational Needs*
5. A school-wide support structure aligned to *Student Needs* is necessary
6. RTI-based practices have Been *Field-Tested* with a *History of More Than 25 Years of Implementation* in Schools, Communities, and States Across the Country